



Assessment Notes...

From the Standards and Assessment Division

February 28, 2002

The California English Language Development Test (CELDT)

State Board Approves Plan for 2002 Administration

At its February meeting, the State Board of Education (SBE) approved a change for the 2002 administration of the California English Language Development Test (CELDT). The changes approved by the SBE should streamline test administration procedures and reduce testing time without reducing the validity and reliability of the test.

The SBE-adopted changes exempt students who performed at a proficient level (Early Advanced or higher) on the Listening and Speaking portion of the test in 2001–2002 from taking that skill area of the test in 2002–2003 (within the same grade-level span—K–2, 3–5, 6–8, 9–12). In addition, a simplified scoring sheet will be developed and administered. Schools will be required to provide 2001 scores for students who reach Early Advanced on Listening and Speaking in order to exempt them.

In addition, the SBE approved the inclusion in the CELDT instrument of “stop points” at which the test will be terminated once it becomes obvious that a student is at the beginning level of English proficiency.

The changes approved by the SBE apply only to the 2002 CELDT administration. The California Department of Education (CDE) expects to incorporate significant improvements for 2003–04.

Further Improvements for 2002

The CDE staff and the CELDT testing contractor, CTB/McGraw-Hill, have been working on a plan to improve the testing and scoring process for the 2002 CELDT administration. The activities covered in this plan are in addition to those approved by the SBE that were previously outlined. The improvement plan includes the following:

Test Design

- Based on an analysis, reduce the number of multiple-choice items in the Reading component of the fall 2002 initial and annual assessments while maintaining the technical quality of the test.

Streamlined Test Administration/Scoring

- Provide an electronic Tabulation, Interpretation, and Placement (TIP) Guide for initial and annual assessments. In addition, the paper version of the TIP Guide will be improved by providing an answer key.
- Ease scoring for the fall 2002 initial identification and annual assessments with a separate answer sheet that will be made available around July 2002.

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- Conduct a field study to determine the impact of reducing the number of sample items in the test, changing their placement in the test, and inserting an additional stop point in the Listening and Speaking section before the story-retelling item.
- Improve the Help Desk operation.
- Align the CELDT pre-ID format with the STAR pre-ID format, beginning with the fall 2002 annual assessment.

Timely Return of Test Results

- Provide a 6 to 8 week turnaround time from pick-up to return of reports for both the fall 2002 annual assessment and initial identification assessment through October 2002. **Districts should submit initial identification assessments monthly to CTB for ongoing pickups.***
- Provide monthly pick-ups of completed test materials for the fall 2002 annual assessment.*
- Provide an electronic data file for the results of the 2002 initial assessments.

* *Districts must call and arrange for the pick-up of completed test materials.*

CELDT Reminders

- The 2002 testing window for the annual administration of the CELDT is scheduled for **July 1 through October 31, 2002.**
- State law (Education Code §60810) and federal law (Title 3, Subpart 2, Section 3121(d) (1)) require the evaluation of the progress of children in attaining English proficiency "...including a child's level of comprehension, speaking, listening, reading, and writing skills in English." Therefore, **districts will be required to provide prior year CELDT individual student scale scores for each student's overall proficiency level and for the skill areas (listening/speaking, reading, and writing).**

- The CDE website includes:
 - reclassification guidelines
 - a sample Parent Notification letter for the initial identification and a Parent Brochure in Spanish and English
- A parent notification letter for the annual assessment is being developed and will be available soon. Parent materials will be developed in the major languages as well as in English.
- **Districts are reminded to review the CELDT regulations (Title 5, California Code of Regulations, Division 1, Chapter 11, California English Language Development Test, Subchapter 7.5 if they have questions. The regulations can be found at <http://www.cde.ca.gov/regulations/> (Internet).**
 - Districts must designate site and district CELDT coordinators. If the district coordinator is unable to respond to questions, then the CELDT regional trainer or county office of education should be the next contact.
 - Districts should expect to hear from the testing contractor if they have ordered excessive materials. Paragraph 11511 (d) or the regulation states, "If the school district places an order for tests for any school that is excessive, the school district is responsible for the cost of materials for the difference between the sum of the number of pupil tests scored and 90 per cent of the tests ordered."
- Entering kindergarten students fall into the initial identification category. Initial identification is ongoing and not confined to the annual testing window. Children may be tested with the CELDT in the spring if they pre-enroll for kindergarten.

For More Information...

For more information about the CELDT, contact the Standards and Assessment Division of the California Department of Education at (916) 657-3011 (phone), at (916) 657-4964 (fax), at CELDT@cde.ca.gov (e-mail), or at <http://www.cde.ca.gov/statetests/> (Internet). Your questions will be directed to the appropriate person.